



PE and sport premium monitoring and tracking form *2025/2026*



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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)



Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	83% of the cohort achieved the required proficiency. Ch listened carefully to instructions and followed poolside routines well.	Some children showed lack of resilience due to many children not swimming outside of school and therefore lacking in water confidence
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>New staff member was given 6 week CPD training with Kate Wood.</p> <p>All staff using Get Set PE. Evidence of personalisation of planning resources seen when completing monitoring and staff voice survey.</p>	
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>PE timetable indicates all children have the required two hours of PE timetabled in.</p> <p>All PAT games attended this academic year.</p>	<p>Signposting opportunities for children at De Lacy to attend sports clubs in the community. This is an area to work on next year. Evidenced by Pupil Voice survey.</p> <p>Need to develop the role of the Sports Leaders to offer sports activities at break and lunch time throughout the year.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>PAT games successes and PE sessions publicized via range of X posts throughout the year.</p>	
<p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>Well sequenced lessons with progression for all Key Stages built into Get Set scheme.</p> <p>Well-resourced equipment store with adapted equipment available to support children of all abilities.</p>	
<p>5. Increasing participation in competitive sport</p>	<p>De Lacy attended all PAT games events and also won the PAT games trophy as overall winners.</p> <p>Children monitored to ensure 80% of Year group attend a sports event within the academic year.</p>	<p>Need to develop opportunities for intra-school competition within school to increase participation in competitive sport outside of PAT games.</p> <p>No Five Towns events attended this year.</p>

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Develop the role of Sports Leaders	To develop confidence in young leaders. To support child's participation in physical activity.	Raising the profile of PE and sport across the school, to support whole school improvement.	CPD, lunch time / break time rotas, club registers, pupil voice
Extend opportunities for pupils to participate in competitive sport: PAT games, 5 Towns events, Intra-school comps, Football league.	To develop children's opportunities and build self esteem / teamwork.	Increasing participation in competitive sport	Games calendar, attendee registers
Increase opportunities for disadvantaged pupils and children with SEN	To ensure all children can access the curriculum and have access to high quality PE.	Increasing engagement of all pupils in regular physical activity and sporting activities	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Increase monitoring and evaluation of PE across the school	To ensure there is clear skills progression across the phases and that the quality of PE being delivered is high.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase opportunities for disadvantaged pupils and children with SEN	<p>Audit participation of disadvantaged pupils/SEN across PE, clubs, and PAT games competitions.</p> <p>Explore tailored/adapted opportunities to engage SEN children through GetSet PE (sensory circuits, small groups, inclusive clubs / 5 Towns events.</p> <p>Use sport premium/pupil premium to subsidise places for disadvantaged / SEN children and provide PE kit/trainers to remain in school.</p> <p>Deliver staff CPD on adaptive PE practice.</p>	<p>Increased participation rates for disadvantaged pupils/SEN.</p> <p>Positive pupil voice feedback on enjoyment and confidence.</p>	<p>Staff voice.</p> <p>Pupil voice.</p> <p>Lesson drop ins.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase monitoring and evaluation of PE across the school	<p>Implement lesson observations, pupil voice, and planning/enquiry question looks termly.</p> <p>Monitor whole-school PE assessment framework linked to progression of skills from Spring term onwards.</p> <p>Report outcomes to SLT/governors at the end of the year.</p> <p>Share best practice in staff meetings and peer observations.</p>	<p>Evidence of skill progression across year groups.</p> <p>Staff use assessment to inform planning and adapt their practice.</p> <p>Staff confidence in PE delivery improves.</p>	<p>Pupil voice.</p> <p>Staff voice.</p> <p>Assessment monitoring</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To develop the role of sports leaders.	<p>Recruit and train KS2 Sports Leaders (ensuring inclusion and diversity).</p> <p>Train leaders in playground games, leadership, and communication.</p> <p>Assign roles at lunchtimes, intra-school competitions, and activity promotion.</p> <p>Celebrate/recognise leaders through assemblies and newsletters.</p> <p>Sports Leaders gather pupil feedback to shape future activities.</p>	<p>Sports Leaders actively running activities. More engagement from pupils at lunch time / break times</p> <p>Increased engagement at lunchtimes and after school.</p> <p>Sports Leaders show confidence and responsibility.</p>	<p>Pupil voice.</p> <p>Staff voice</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here